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## Entrance Information



## 1915-1916

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# THE UNIVERSITY AT ATHENS

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- I. Franklin College.** (The College of Arts.)—Established 1801, offering the Degree of Bachelor of Arts, and including:
1. General Courses in the Liberal Arts.
  2. Special Courses.
- II. The Georgia State College of Agriculture and the Mechanic Arts.** Established 1872, offering the Degree of Bachelor of Science, and including the following:
- (a) In the College of Science and Engineering:
    1. The General Science Course.
    2. The Civil Engineering Course.
    3. The Electrical Engineering Course.
  - (b) In the College of Agriculture.
    4. The Full Agricultural Course.
    5. The Forest Engineering Course.
    6. The One-Year Agricultural Course.
    7. The Winter Course in Agriculture.
    8. The Experiment Station (at Experiment.)
    9. The Farmers' Institutes.
- III. The Graduate School.**—Offering the following Degrees:
1. Master of Arts.
  2. Master of Science.
  3. Civil Engineer.
- IV. The Law Department.**—Offering the degree of Bachelor of Law. A two years' course.
- V. The University Summer School.**—Founded in 1903. Five Weeks' Session, offering courses in
1. Common School Branches.
  2. Pedagogy and Related Subjects.
  3. High School Studies.
  4. Selected Studies.
  5. Graduate Courses.
- VI. The School of Pharmacy.**—Offering the Degree of Graduate in Pharmacy—A two years' course.
- VII. The School of Education.**—Established 1908.
- VIII. The School of Commerce.**—Established 1912.

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## ENTRANCE INFORMATION

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### PURPOSE OF THE BULLETIN.

This bulletin has been prepared for the purpose of answering the various questions which will naturally arise in the mind of one who is thinking of entering the University of Georgia. Its aim is to explain the requirements for admission to the various courses offered by the University and to give information relating to life at the University.

The bulletin does not give a description of any of the courses. When one who is thinking of entering college has decided upon the general character of the work he wishes to take up, he can secure, on application, a special bulletin describing the desired work in detail. For a list of these bulletins, see page 32.

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### ADMISSION

Entrance to the University may be secured by two methods: (a) by examination, (b) by certificate.

#### Entrance by Examination.

Examinations are held at the University in June and September of each year. These are in writing, and two hours are allowed to each unit upon which examination is offered. Examinations will be offered in each of the entrance subjects as requested, according to a schedule, on June 9, 10, 11, and on September 13, 14, 15, 16. All students planning to enter by examination must arrange to be present upon these dates, since other dates can be arranged only by special action of the faculty. It is well to take as many as possible of the examinations in June and the remainder in September. By this plan the candidate will know what additional work he will have to do during the summer. Special arrangements have been made to hold examinations at the end of the Summer Coaching School for work taken in this school. Upon request, a sample set of questions in the subjects desired will be mailed to Principals who may wish to hold the June examinations for candidates who cannot come to the University at that time. The papers will be sent to the University for grading.

#### Entrance by Certificate.

Each applicant for entrance by certificate must remember that there are two things required of him. He must have had the work required by the University for entrance. He must present a satis-

factory certificate to that effect. The certificate to be satisfactory must have the following qualities:

1. **It must be official.** It must be made out and signed by the superintendent or principal of the school.

2. **It must be explicit.** For each subject or course it must show text books used, the amount of ground covered, the length of each recitation, the length of the course in weeks, the number of recitations a week and the grade secured. It must also state whether or not the applicant is a graduate. The University has adopted the uniform certificate of the Commission on Accredited Schools of the Association of Colleges and Secondary Schools of the Southern States, which is also uniform with that of the North Central Association. No other form, therefore, will be accepted. Diplomas need not be presented.

3. **It must be complete.** Many errors occur in the copying of school records. Sometimes it happens that the omissions are serious enough to prevent a student's entrance, and they are almost sure to result in conditions. The applicant must remember that the University will not credit him with anything not certified on his certificate and he must see that the certificate is correct before it is sent for credit. Blank certificates are sent in May to all the Georgia Accredited High Schools in time to have the certificates filled out before the close of school. This is the time for the graduate to see that his certificate is on file in the school office. Later he can have it sent to the institution he decides to enter. Blanks will also be sent on application. Certificates should be sent in at the earliest possible date. The applicant should not wait to bring them with him when he comes for registration. The committee should have time to note errors or to notify the applicant of deficiencies. Attention to this request will save much inconvenience and possibly expense. No correction of any certificate will be accepted later than the beginning of the second term of residence.

4. Certificates will not be accepted which cover less than one year's attendance in the school issuing the certificate. Before certifying to the work done in his school, the principal should satisfy himself of the previous high school training of the pupil, if a part was done in another school. Subjects in which an examination has been passed for admission to the school, or for which regular certificates from recognized schools were received, may be included in the certificate, provided the official records from such school or of the examinations are given. Work done in the grammar grades or high school reviews of such work cannot count as units of high school training.

By the end of February of each year notice will be sent to the

principal showing the college standing of all his students who are admitted by certificate to the colleges which have adopted the University system.

5. The certificate should be mailed directly to the University of Georgia, care of the Entrance Committee, by the school official authorized to sign it.

6. It must come from an approved source as indicated below.

### **CLASSES OF CERTIFICATES ACCEPTED FOR ENTRANCE TO A DEGREE COURSE.**

The following certificates will be accepted at their face value, to be estimated in standard unit terms, toward entrance to degree courses, and no others will be honored except as provided in later paragraphs:

1. **High School Certificates.** In Georgia, a certificate which shows that the candidate is a **graduate** of a secondary school which has been **accredited** by the University upon the recommendation of the Professor of Secondary Education, or that he has credit for fourteen units. In New York, a Regent's certificate. In other states, a certificate from a school that has been accredited by the Southern Commission or the North Central Association or from a school which has been accredited by the state University of the particular state. An applicant presenting a certificate from a school outside the state and not on the Southern or North Central lists must supply the Entrance Committee with official evidence that the school is entitled to the certificate privilege at the state university of the state in which the school is located.

2. Certificates from preparatory schools recognized as above and from normal schools of approved standing.

3. Certificates from College Entrance Examining Boards, such as that of the Middle States and Maryland.

### **Exceptions in Special Cases.**

In the School of Pharmacy, from any high school showing two years of work the certificate will be accepted at its face value towards admission to this School only.

In the case of a student who has completed at some other college a full year of collegiate work, the Entrance Committee will honor a high school certificate through that college at its face value, even though it is not from an accredited school.

### **CONDITIONS.**

It often happens that an applicant's credentials show that he falls a little short of meeting the full entrance requirements. The applicant may be admitted subject to making up these deficiencies, which

are called "conditions." The several colleges or departments allow two conditions, but the two conditions are not allowed in the same group except in the case of foreign languages.

Entrance conditions, except in Greek and the modern languages, must be removed before the beginning of the second year by passing off the conditioned units by examination, at the time of the stated annual entrance examinations or at the term examinations, or by doing additional work in the University; but college work thus offered will not be counted toward a degree. A student who has completed a collegiate course in any subject is not eligible for entrance examinations upon the same subject unless it is a fixed requirement for admission to the college or department in which he is registered.

Entrance conditions in Greek, French, and German may be made up in the University in classes provided for that purpose. No other conditions are provided for. The University **maintains no preparatory department**. Applicants should not come to the University expecting to prepare for entrance.

Students in the Law department who are applicants for the degree of Bachelor of Law must remove entrance conditions before entering the senior class, unless the Dean allows an additional course in the academic department to satisfy a condition.

At the beginning of his first year the student will file with the head of his college a definite plan for the removal of his entrance conditions.

### UNITS.

The requirements for admission are stated in terms of **units**.

A unit represents a year's study in any subject in a secondary school, constituting approximately a **quarter** of a full year's work. This statement is designed to afford a standard of measurement for work done in secondary schools. It takes the four-year high school course as a basis and assumes that the length of the school year will be approximately thirty-six weeks, that a period is at least forty minutes, and that the study is pursued for four or five periods a week; but, under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours, or their equivalent. Schools organized on a different basis can, nevertheless, estimate their work in terms of this unit. Less than forty minutes for recitation will reduce the unit value. The subject may cover more than one year according to the pleasure of the teacher in arranging courses. The time element counts on the certificate as well as the quantity of work. As a general rule, four units a year is as much as the average pupil can prepare adequately. Two hours in manual training or other

laboratory or industrial work are equivalent to one hour in the class room.

### Units Recognized by the University.

Each subject named below is valued at a specific number of units if the proper time has been devoted to its preparation, but its value cannot rise above that number of units although additional time may have been given to it.

English	-----	1, 2, 3, or 4 units
American History or American History and Civil Government	-----	1 unit
Ancient History (Greek and Roman) and Medieval History to 814 A. D.	-----	1 unit
Medieval and Modern History from 814 A. D. to the present (For the present, General History may be counted as a unit, but not in addition to Ancient or Medieval and Modern History.)	-----	1 unit
English History	-----	1 unit
Algebra (to quadratics)	-----	1 unit
Algebra (quadratics and beyond)	-----	$\frac{1}{2}$ unit
Geometry (Plane)	-----	1 unit
Geometry (Solid)	-----	$\frac{1}{2}$ unit
Trigonometry	-----	$\frac{1}{2}$ unit
Latin	-----	1, 2, 3, or 4 units
Greek	-----	1, 2, or 3 units
German	-----	1 or 2 units
French	-----	1 or 2 units
Spanish	-----	1 or 2 units
(Not less than one unit of any foreign language will be accepted).		
General Science	-----	1 unit
Physics	-----	$\frac{1}{2}$ or 1 unit
Chemistry	-----	1 unit
Physical Geography	-----	$\frac{1}{2}$ or 1 unit
Zoölogy	-----	$\frac{1}{2}$ or 1 unit
Botany	-----	$\frac{1}{2}$ or 1 unit
Physical Geography	} For the present any two of these may be counted together as----	1 unit
Zoölogy		
Botany		
Physiology		
Biology	-----	1 unit
Agriculture	-----	1 unit
Free-hand Drawing	} The Entrance Committee may, after investigating each claim, grant a total credit not exceeding-----	3 units
Manual Training		
Commercial subjects		

## REQUIREMENTS FOR ENTRANCE TO THE DEGREE COURSES

For unconditional admission to the degree courses, the candidate must secure credit by examination or acceptable certificate as follows:

DECREE	Age	English	History	Mathematics	Foreign Languages	Modern Languages	Elective (1)	Total	Conditions Allowed	REMARKS
Bachelor of Arts	16	3	2	2.5	5		1.5	14	2	Either 1.75 Greek or 2 French or Spanish, or 2 of German, in addition to 3 of Latin.
Bachelor of Science (General)	16	3	2	2.5		2	4.5	14	2	French or Spanish or German.
Bachelor of Science in C. E. or E. E.	16	3	2	2.5	2		4.5	14	2	French, Spanish or German.
Bachelor of Science Agriculture.	16	3	2	2.5	2		4.5	14	2	3 units in Agriculture are allowed from the District Agricultural Schools.
Bachelor of Arts Education	16	3	2	2.5	5		1.5	14	2	Language requirements as in A. B. above.
Bachelor of Science Commerce	16	3	2	2.5	2		4.5	14	2	
Bachelor of Law	18	3					11	14	2	French or Spanish, or German.
Graduate in Pharmacy	18	2	2	1			3	8		The requirements of the American Conference of Pharmaceutical Faculties.
Pre-Medical	16	2	1	2	2		7	14	none	American History.

(1) Elective units may be selected from any of the units listed on page 7.

## ENTRANCE WITH ADVANCED STANDING.

Students entering from another college or university must present (1) a letter of honorable dismissal; (2) an official and full statement of the college work already accomplished, accompanying the same with a marked catalogue of the institution in which it was done; (3) an official certificate satisfying the entrance requirements of the college or department of the University which the student may wish to enter. The Entrance Committee can not take the fact that a student was admitted to some other college as sufficient ground for admitting him to courses here. In asking for his college record, therefore, he should also ask for a copy of his entrance units.

(4) In case credit is desired in drawing, etc., plates and drawings must be submitted before the amount of credit can be determined.

(5) Such advanced students must enter the University not later than the beginning of the Senior year. In determining their position in the University, however, the value of the work done at such college as well as the work offered for entrance at that college, will be measured by University standards.

Work from academies or other advanced secondary schools will not be accepted on certificate beyond the beginning of the Sophomore class. Drawings, laboratory note-books, etc., where a necessary part of school work for advanced credit, must be submitted in addition to the certificate. The school must be officially accredited for such advanced work.

Work offered in fulfillment of the entrance requirements may not be counted for advanced standing. A student admitted to advanced standing with a low record at previous institutions or who fails to maintain his advanced work may be required to repeat a course in the discretion of the professor.

## SPECIAL STUDENTS.

Sometimes a person of mature years, not a candidate for a degree, but with a definite aim or for purposes of general culture, desires to take a course in the University without meeting the full entrance requirements. Such special students may be admitted under the following conditions: (a) they must be not less than twenty years of age; (b) they must give evidence of adequate preparation for the courses sought, to the individual professors in charge; (c) their names are printed separately in the catalogue. Students not less than eighteen years of age may be accepted as special students in the School of Forestry, upon the recommendation of the professor in charge.

An application for admission as a special student should be addressed to the Entrance Committee. It should state (1) the appli-

cant's age, (2) his preparation, (3) a brief outline of the course or courses he wishes to pursue, (4) and the consent of the departments in which he wishes to register.

Should a student admitted as a special student become a candidate for a degree, he will be required to satisfy the full fourteen units of entrance requirements.

### **SHORT COURSES.**

Students taking the short courses in Agriculture, Horticulture, and Dairying are exempt from the entrance requirements.

These courses include the one year Agricultural course, the short Cotton School course, and similar courses, that may be offered from time to time.

### **ADMISSION TO GRADUATE SCHOOL.**

Admission to the Graduate School is granted to graduates of colleges of good standing. Other persons of suitable age and attainments may also be admitted by special permission of the Committee on Graduate Courses. Admission to the Graduate School does not imply admission to candidacy for a degree. Application for admission should be made by correspondence or at the office of the Dean.

A student who is in any wise doubtful as to his eligibility for admission to the Graduate School, previous to his coming to Athens, should correspond with the Dean of the Graduate School. Full details should be forwarded of the candidate's previous course of study, including a catalogue of the institution in which the undergraduate work was done.

### **METHODS OF ENTRANCE.**

**Note.** All applicants must have been successfully vaccinated or must be vaccinated before they register.

1. **Entrance Following Examination.** Those who plan to enter by examination will receive entrance cards from the Entrance Committee in Room 13, Academic Building, as soon as they have made the necessary units.

2. **Entrance in Advance.** Applicants planning to enter by certificate will be saved much trouble and annoyance and possibly delay by mailing their certificates in advance to the Entrance Committee as soon as they have decided to make application. All preliminary adjustments can be made by correspondence, at the close of which the successful applicant will be in possession of an entrance card which he will need merely to present to the Dean of the College or department in which he is to enroll.

3. **Entrance on Registration Days.** Those who have not sent in their certificates or who have certain deficiencies to remove and desire a personal interview, will find the Entrance Committee in

Room 13, Academic Building. As rapidly as possible the committee will go over the certificates and send the successful applicant to the proper Dean for registration. Applicants are not admitted on "probation" or "trial," or on "the promise of certificates later," or on "diplomas" or general "letters of commendation." They must stand the examinations or submit the official certificates. Applicants from a distance should, before coming to the University, await assurance that their credentials will be accepted and are sufficient for admission.

### DEFINITIONS OF ENTRANCE UNITS.

The following information is published for the benefit of school officers, high school teachers and others who desire information regarding the character and extent of work which should constitute the units that are accepted for admission to the University of Georgia. The definitions of units are those that have been recommended by the Commission on Accredited Schools of the Southern States and the North Central Association of Colleges and Secondary Schools, and approved by the University, which is a member of the Southern Association. These definitions are published for the purpose of being helpful and suggestive rather than with the object of restricting the work of secondary teachers in any undesirable manner.

#### ENGLISH.

(3 units, but may be rated at 4 units where exceptionally good work is done under best conditions.)

Preparation in English has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

The first object requires instruction in grammar and composition. English grammar should be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to

cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

### **For Study, 1915-1919.**

One book is to be selected from each of the four groups.

I. **Drama.** Shakespeare's Julius Caesar, Macbeth, Hamlet.

II. **Poetry.** Milton's L'Allegro, Il Penseroso, and either Comus, or Lycidas; Tennyson's The Coming of Arthur, the Passing of Arthur, and The Holy Grail. Selections from Wordsworth, Keats, and Shelley.

III. **Oratory.** Burke's Speech on Conciliation with America; Macaulay's Speeches on Copyright; and Lincoln's Cooper Union Speech; Washington's Farewell Address; Webster's Bunker Hill Oration.

IV. **Essays.** Carlyle's Essay on Burns; Selection of Burns' Poems; Macaulay's Life of Johnson; Emerson's Essay on Manners.

### **For Reading, 1915-1916.**

At least two books are to be selected from each of the five groups, except as otherwise provided under Group I.

I. **Classics in Translation.** The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther. The Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII, Bryant's Translation. The Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Bryant's Translation, complete. The Aeneid. For any selection from this group a selection from any other group may be substituted.

II. **Shakespeare.** Midsummer Night's Dream; Merchant of Venice; As You Like It; Twelfth Night; The Tempest; Romeo and Juliet; King John; Richard II; Richard III; Henry V; Coriolanus; Julius Caesar, Macbeth, Hamlet, if not chosen for study.

III. **Prose Fiction.** Malory's Morte d'Arthur; Bunyan's Pilgrim's Progress, Part I; Swift's Gulliver's Travels (voyages to Lilliput and to Brobdingnag); Defoe's Robinson Crusoe, Part I; Goldsmith's Vicar of Wakefield; Scott: any one novel (e. g. Ivanhoe, Quentin Durward). Scott's Waverley Novels, Jane Austen: any one novel; Maria Edgeworth's Castle Rackrent, The Absentee; Frances Burney's (Madame d'Arblay): Evelina; Dickens: any one novel (e. g., A Tale of Two Cities). Thackeray: any one novel (e. g., Henry Esmond). George Eliot: any one novel (e. g., Silas Marner); Mrs. Gaskell's Cranford; Kingsley's Westward Ho! or Hereward the Wake; Reade's The Cloister and the Hearth; Blackmore's Lorna Doone; Hughes's Tom Brown's School Days; Stevenson: any of the novels; Cooper: any one novel (e. g., The Spy; The Last of the Mohicans). Poe's Selected Tales; Hawthorne: any of the novels (e. g., The House of the Seven Gables; The Marble Faun).

VI. **Essays, Biography, Etc.** Addison and Steele's *The Sir Roger de Coverley Papers*, or *Selections from Tatler and Spectator*; Boswell's *Selections from the Life of Johnson*; Franklin's *Autobiography*; Irving's *Selections from the Sketch Book*, or *the Life of Goldsmith*; Southey's *Life of Nelson*; Lamb's *Selections from the Essays of Elia*; Lockhart's *Selections from the Life of Scott*. Thackeray's *Lectures on Swift, Addison, and Steele* (in *English Humorists*). Macaulay: one of the following essays: *Lord Clive*; *Warren Hastings*; *Milton*; *Addison*; *Goldsmith*; *Frederic the Great*; *Madame d'Arblay*; *Trevelyan's Selections from Life of Macaulay*; *Ruskin's Sesame and Lilies*, or *Selections*; *Dana's Two Years Before the Mast*; *Lincoln*; *Selections*, including at least the two *Inaugurals*, the *Speeches in Independence Hall* and at *Gettysburg*, the *Last Public Address*, and *Letter to Horace Greeley*; together with a brief memoir or estimate of *Lincoln*; *Parkman's The Oregon Trail*; *Thoreau's Walden*; *Lowell's Selected Essays*; *Holmes's The Autocrat of the Breakfast Table*; *Stevenson's Inland Voyage and Travels with a Donkey*; *Huxley's Autobiography and Selections from Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; *Essays by Bacon, Lamb, De Quincey, Emerson, Hazlitt*; *A collection of letters by various standard writers*.

V. **Poetry.** *Selected Poems by Dryden, Gray, Cowper, Burns, Collins*. *Selected Poems by Wordsworth, Keats, Shelley*, if not chosen for study. *Goldsmith's The Traveller*, and the *Deserted Village*; *Pope's The Rape of the Lock*; *A Collection of English and Scottish Ballads*, as, for example, *Robin Hood ballads*, *The Battle of Otterburne*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; *Coleridge's The Ancient Mariner, Christabel, and Kubla Khan*; *Byron's Childe Harold, Canto III*; or *Childe Harold, Canto IV*, and the *Prisoner of Chillon*; *Scott's The Lady of the Lake, or Marmion*; *Macaulay's The Lays of Ancient Rome*; *The Battle of Naseby*; *The Armada*; *Ivry*; *Tennyson's The Princess*; or *Gareth and Lynette*, *Lancelot and Elaine*, *The Passing of Arthur*; *Browning's Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, "*De Gustibus*," *The Pied Piper*, *Instans Tyrannus*. *Arnold's Sohrab and Rustum*, and the *Forsaken Merman*; *Selections from American Poetry—with special attention to Poe, Lowell, Longfellow and Whittier*.

## HISTORY.

*a. Ancient History* (1 unit). Special attention to Greek and Roman history, but including also a short introductory study of the more ancient nations and the chief events of the early middle ages down to the death of Charles the Great (814 A. D.).

*b. European History* from the death of Charles the Great to the present time (1 unit).

*c. English History* (1 unit).

*d. American History and Civil Government* (1 unit). The study of a more recent High School text in each and not a Grammar School History.

**General History** may be counted as a unit, but not in addition to ancient or medieval and modern history.

It may be said that the mere learning of the text will not give the preparation that the colleges desire. Happily the time is past when teachers are inclined to confine their classes to the memorizing of a single text. Effort should be made to cultivate the power of handling facts and of drawing proper deductions from data, to develop the faculty of discrimination, to teach the pupils the use of books and how to extract substance from the printed page. The acquisition of information alone cannot be the chief aim of any school work; knowledge of how to acquire information and, above all, some skill in putting forth what one knows must always be of more than secondary importance. History, therefore, should be taught as a disciplinary and educational subject. The school library or an accessible public library should be equipped with at least the following number of well selected books on the different units: Ancient History, 25 volumes; Medieval and Modern History, 25 volumes; English History, 50 volumes; American History, 75 volumes.

## MATHEMATICS (3.5 units).

Algebra to quadratics, 1 unit.

Plane Geometry, 1 unit.

Algebra, quadratics and beyond,  $\frac{1}{2}$  unit.

Solid Geometry,  $\frac{1}{2}$  unit.

Plane Trigonometry,  $\frac{1}{2}$  unit.

The following suggestions are made as to the character of these courses:

Algebra I should deal with the simpler portions of the following topics:

Fundamental operations, factors, highest common divisors, least common multiples, fractions, negative quantities and the interpretation of negative results, simple equations in one or more unknowns, ratio and proportion, irrational numbers and radicals, theory of indices, quadratic equations with problems involving the same,

graphical representation, simultaneous quadratic equations, binomial theorem with positive integral exponents, arithmetical and geometrical progressions. The subjects are given in any standard high school Algebra.

Omit complicated forms of parentheses, fractions, irrationals, types of factoring and equations. The aim should be a training in algebra as a method of thinking rather than as an exercise in the manipulation of complicated expressions. Ideas and methods should grow out of the pupil's knowledge of arithmetic and the relations of common experience. The traditional order of topics is not to be commended. Emphasis should be placed on the equation as a means of solving problems, other topics contributing assistance as the need arises. The equation should be used at the very beginning, as it is of paramount importance throughout the course.

The second course,  $\frac{1}{2}$  unit, should be a more systematical and scholarly consideration of the ground already covered and an extension of ideas to more complicated expressions. The pupil is now more mature and is better able to do abstract thinking. This is the time to acquaint him with the nature of algebra as a science. By the time he has finished this course, he should have acquired that facility in the use of algebraic expressions which is so essential to further study of mathematics. A mastery of the fundamentals of theory and practice must be insisted upon.

In plane geometry it is suggested that a clearer conception of geometrical reasoning and a firmer grasp upon geometrical facts can be acquired by a thorough consideration of a small number of theorems than by a hurried glance at a larger number. It is therefore recommended that the more important theorems be emphasized and that the less important be omitted or passed over without proof. It is suggested that teachers be free to assume the truth of some of the most evident theorems at first. Proof may be given later if desired. The original demonstration of theorems is of the utmost importance. The use of exercises involving algebraic and numerical applications is to be encouraged. The habit of giving accurate definitions, the perception of what constitutes a demonstration of truth, confidence in one's own power of correct reasoning and the ability to discover geometrical relations are of more importance than the ability to recall the demonstration of a large number of theorems.

The geometrical, the arithmetical, algebraic and physical phases of mathematics should be presented as far as possible, from the beginning to the end of the secondary course. It is recommended that the first unit be given during the first year and a half in connection with some arithmetic, and the more advanced course be given after the course in plane geometry in the third or fourth year.

## LATIN.

**Elementary Latin Book** (1 unit). The student should acquire during this year a working vocabulary of several hundred words, a complete mastery of ordinary forms, the simpler principles of Latin syntax, and correct habits of translation and composition. The student should be trained from the beginning to grasp the meaning of the Latin before translating, then to render into idiomatic English; and should be taught to read Latin aloud with intelligent expression.

**Caesar** (1 unit). Any four books of the Gallic War, with study of the grammar and prose composition based upon the text read. Equivalent reading in other standard authors allowed, but not to exceed two books.

Reading aloud and translating, together with training in correct methods of apprehending the author's meaning, both prepared and unprepared passages being used as material.

**Cicero**. Any six orations from the following list, but preferably the first six mentioned:

The four orations against Catiline, Archias, the Manilian Law, Marcellus, Roscius, Milo, Sestius, the fourteenth Philippic.

**Vergil**. The first six books of the Aeneid.

The equivalent of at least one period a week in prose composition based on Cicero.

Note: In place of a part of Cicero, an equivalent of Sallust's Catiline, and in place of a part of Vergil, an equivalent of Ovid will be accepted for the third unit made up of readings from Cicero and Vergil.

## GREEK (three units.)

In Greek the definitions of the three units of the Philological Association are adopted.

1. **Introductory Lessons**: Xenophon's Anabasis (20 to 30 pages.) Practice in reading at sight and in writing Greek. Systematic study of grammar begun.

2. **Xenophon's Anabasis** (continued), either alone or with other Attic prose (75 to 120 pages). Practice in reading at sight, systematic study of grammar, thorough grammatical review, and practice in writing Greek, both based on study of Books I and II of the Anabasis.

3. **Homer** (2,500 to 4,000 lines): e. g., Iliad I-III (omitting II, 494-end), and VI-VIII. Attic prose (33 to 40 pages), with practice in writing Greek, grammar, practice reading at sight.

Note: The University entrance requirement for Greek is  $1\frac{3}{4}$  units: Course 1, outlined above, and three books of the Anabasis.

Ample provision is made at the University for students whose

preparation in Greek is deficient. These classes must be taken by candidates for the degree of Bachelor of Arts who have had no instruction in Greek (unless German and French are to be substituted for Greek), and by students whose preparation has been lacking in thoroughness and accuracy, before proceeding to the regular requirements of the curriculum. Candidates for this degree are therefore urged to secure before entering college full preparation for the regular Freshman class in Greek (course 3). Summer School courses may also be taken to advantage.

### GERMAN (two units).

1. The work of the first year should aim at: (a) Correct pronunciation; (b) Thorough grounding in the elements of grammar; (c) A certain facility in understanding and speaking the language; (d) A quantum of accurate translation from German into English.

In order to attain these ends, we recommend the following methods:

(a) Constant drill in pronunciation by reading aloud in chorus or singly. This exercise, reinforced by the oral practice, or colloquium, should never be omitted.

(b) Systematic lessons in formal grammar, using a standard text and parsing conscientiously all the exercises. In addition, the vocabulary of each lesson should be memorized, and every exercise should be written and errors noted; following which, the pupils should themselves correct their mistakes. The first year's grammar work should not exceed 25 lessons.

(c) Carefully worked-out colloquial lessons, following a prearranged scheme, designed to teach the vocabulary of everyday life. To insure spontaneity, it is recommended that no text book appear, but that, as far as possible, the objects be pointed out or drawn on the board, and careful notes be taken by the pupils under the supervision of the teacher. To insure system, the teacher must follow either a method of his own or a method book. We recommend: *Methode Berlitz (Erstes Buch)*, *Walter-Krause's Beginners' German*, *Newson's First German Book*. The colloquium should also include memorizing of poems and singing of songs, and should occupy at least one-third of the time of every lesson.

(d) Daily written translation of a portion of the assignment for reading. The first year's text must be made to order, very simple, interesting, if possible, and must present a thoroughly practical vocabulary; 100 pages will suffice, though more may be read. Suggestions: *Stern's Studien und Plaudereien*, *Guerber's Märchen und Erzählungen*, *Allen's Herein*.

2. The second unit's work is simply a continuation of the methods and exercises recommended for the first year. The grammar

should be nearly completed, and about 150 pages of short stories or narratives of travel in Germany should be translated in the manner above suggested. Texts recommended: L'Arrabbiata, Germelshausen, Der zerbrochene Krug, Immensee, Stille Wasser, Der Besuch im Karzer, Holzwarth's Gruss aus Deutschland, Bacon's Im Vaterland, Walter-Krause's First Reader, or any standard graduated Reader.

If these instructions are faithfully followed, it may be hoped that the candidate will possess: (a) A correct, fluent pronunciation; (b) a genuine knowledge of forms and a thorough grasp of the important rules of grammar; (c) a command of a pretty wide vocabulary of *realien*; and (d) a real ability, within well-defined limits, to understand and speak the language.

Note: If time can be spared for the purpose, we also strongly recommend that the beginner be taught German script; to which end copy-books may be employed.

### FRENCH (two units).

The definitions of the two units in French are those recommended by the committee of Twelve of the Modern Language Association of America.

1. During the first year the work should comprise: (a) Careful drill in pronunciation; (b) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (c) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (d) the reading of from 100 to 175 duodecimo pages of graduated text, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (e) writing French from dictation.

2. During the second year the work should comprise: (a) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (b) constant practice, as in the previous year, in translating into French easy variations upon the text read; (c) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (d) writing French from dictation; (e) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (f) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des montagnes*, Bruno's *Le Tour de la France*, Daudet's easier short tales, La Bedolliér's *La Mere Michel et son chat*, Erckmann-Chatrion's stories, Foa's *Contes biographiques* and *Le Petit Robinson de Paris*, Foncin's *Le Pays de France*, Labiche and Martin's *La Poudre aux Yeux* and *Le Voyage de M. Perrichon*, Legouv   and Labiche's *La Cigale chez les fourmis*, Malot's *Sans Famille*, Mair  t's *La Tache du petit Pierre*, Merim  e's *Colomba*, extracts from Michelet's *Sarcery's Le Si  ge de Paris*, Verne's stories.

### SPANISH.

Work similar in amount and character to that outlined above for French.

### GENERAL SCIENCE (one unit).

The work of this course should consist of a study of those natural phenomena, without respect to any one of the sub-divisions of natural science, which touch most directly upon the student's daily life and experience. It should be given in the first year or year and a half of the high school course.

For a full unit's credit both recitation and individual laboratory work should be done. For the recitation work one of the modern text-books in General Science should be used, of type and grade of Clark's *General Science*, Eikenberry and Caldwell's *General Science*, or Snyder's *First Year Science*. For the laboratory work the student should be required to make a series of simple observations and experiments from which he can obtain answers to many of the questions which every child puts to himself concerning the things around him. A careful record should be kept of all observations and experiments made, with the conclusions drawn. The laboratory manual used should be of a grade suggested by the above text-books.

### PHYSICS (one unit).

1. The unit in Physics consists of at least 120 hours of assigned work. Two periods of laboratory work count as one of assigned work.

2. The work consists of three closely related parts, namely class work, lecture-demonstration work, and laboratory work. At least one-fourth of the time should be devoted to laboratory work.

3. It is very essential that double periods be arranged for the laboratory work.

4. The class work includes the study of at least one standard text.

5. In the laboratory each student should perform at least thirty individual experiments, and keep a careful note-book record of them. Twenty of these experiments must be quantitative; each of these

must illustrate an important physical principle, and no two must illustrate the same principle.

6. In the class work the student must be drilled to an understanding of the use of the general principles which make up the required syllabus. He must be able to apply these principles intelligently to the solution of simple, practical, concrete problems.

Note: Where students have the proper training in class work and lecture-demonstration, but cannot have access to a laboratory for individual experiments, a half unit will be allowed.

#### **CHEMISTRY (one unit).**

The course should consist of at least three recitations and four hours of laboratory work weekly throughout the year.

#### **PHYSICAL GEOGRAPHY (one unit).**

The equivalent of work as presented in recent texts, with about forty laboratory lessons.

#### **BOTANY (one unit).**

The course should be based on one of the modern High School text-books. Special emphasis should be laid on the laboratory work, which should consist of work in both the structure and physiology of plants.

#### **PHYSIOLOGY (one-half unit).**

Study of a recent standard text-book with some laboratory work. A study of muscles of chicken leg, a heart, bones, lungs, eye, brain, and one dissection of small animal should be made by each of two or four pupils. This study should come in second year of high school, preferably, and in connection with Botany or Zoölogy or in a combined text as Biology (1 unit).

#### **ZOOLOGY (one unit, one-half unit).**

A study of modern text and laboratory study of ten types for one unit, or five types for one-half unit. The study should come best in the second year of the high school and should consist of two classroom exercises and at least two laboratory double periods.

#### **AGRICULTURE (one unit).**

One full year should be given to the study of soils, plants, insects, and farm animals. There should be sufficient experimental and demonstration work in connection with the neighborhood farms or in the school plats, etc., to be equivalent to one double period a week. The text should be of the grade of Halligan, Warren or Bailey and not an elementary grade text.

## COMMERCIAL GEOGRAPHY (one-half unit).

One-half year devoted to the study of the physical and known factors influencing commercial exchange.

## FREEHAND DRAWING (one-half or one unit).

The minimum time to be given for one unit should be the equivalent of 240 hours of sixty minutes, preferably two double periods a week.

Mediums used: Pencil, charcoal, water color, crayons. The work should cover studies from objects, plant forms, pose drawing, landscape, and composition, illustrating proportion, perspective, values, texture and surface modeling, and may include also decorative design—conventionalized plant forms, units, borders, corners, arrangement of straight lines and of straight and curved lines, stencils, geometrical designs, historic ornament.

## MANUAL TRAINING (Not to exceed two units).

The minimum time given for one-half unit in Manual Training should not be less than the equivalent of 120 hours of sixty minutes each. This Manual Training should be preceded or accompanied by Mechanical Drawing.

**Bench Work** ( $\frac{1}{2}$  unit). Care and use of tools for measuring, squaring, sawing, planing, guaging, boring, chiseling, clamping, and finishing. Use of woods, nails, screws, glue. Use of oils, stains, filling, shellac, and varnish. Elementary constructions involving different forms of joints used in framing, cabinet work, and pattern making. Designing.

**Wood Turning** ( $\frac{1}{2}$  unit). Care and use of lathe and tools. Turning of different woods. Centering, roughing, straight and taper turning, convex turning, concave and compound curve turning, beading, face plate turning, face and plug chuck work.

**Pattern Work** ( $\frac{1}{2}$  unit). Drafts, shrinkage, and finish allowances. Parted patterns, dowels, fillets, fasteners, core prints and core boxes, built-up patterns, ribbed patterns.

**Cabinet Work** ( $\frac{1}{2}$  unit). Furniture involving the common methods of construction and including panels, drawers, hinges, staining and fuming, filling and finishing. Each student should design his work and make complete drawings for it.

**Machine Tool Work** ( $\frac{1}{2}$  unit). Work on the engine lathe, drill press, planer and shaper, involving such elementary principles as centering, straight and taper turning on external and internal surfaces, screw cutting, chuck and face plate work, filing and polishing, drilling, planing and shaping.

**Forging** ( $\frac{1}{2}$  unit). Management of forge, fire and tools. Practice involving the processes of drawing out, bending, twisting, upsetting,

splitting, punching, forming, fullering, swaging, welding, case-hardening, annealing, hardening and tempering.

#### **BOOKKEEPING AND BUSINESS ARITHMETIC (one unit).**

The minimum time for one unit should be 240 hours, of sixty minutes.

No credit should be allowed unless the work is done neatly, accurately, and at a satisfactory rate of speed. All work should be done in the class room under the eye of the instructor. Definitions of double entry terms, with rules for debit and credit, kinds and uses of books. Conduct of a set including the journal, cash book, sales book; closing of books. Single entry set: changing from single to double entry. Text-book, with exercises so arranged that no two students will do exactly the same work.

#### **STENOGRAPHY AND TYPEWRITING (one unit).**

(To include spelling and letter writing.)

This work is expected to occupy not less than two double periods daily for one year. No credit should be given for either shorthand or typewriting if taken alone. The "touch" system is strongly recommended in typewriting.

The object is first, accuracy, and second, speed in taking dictation and transcribing notes. Equally essential are correct spelling, capitalization, punctuation and paragraphing.

No credit should be given unless the following speed is attained: At the end of first year seventy-five words per minute of dictation and twenty-five words per minute on the machine.

Thorough training should also be given in care of the machine, and in methods of copying, manifolding, and care of papers.

#### **ELEMENTARY ECONOMICS (one-half unit).**

Text-book with collateral readings, especially on economic England and the United States. In the selection of texts it would be well to avoid large and difficult books intended for college classes.

#### **BUSINESS LAW (one-half unit).**

Text-book supplemented by some study of cases, (by way of illustration), discussions and practice in drawing legal papers such as abstracts, notes, bill of exchange, bill of sale, bill of lading, power of attorney, deed, mortgage, lease, notice of protest, etc.

#### **ACCREDITED SCHOOLS.**

The following constitute the standards with reference to which schools are classified:

(a) No school shall be fully accredited which does not require for graduation the completion of a four-year high school course of study

embracing fifteen units as defined by the University. More than twenty periods per week should be discouraged.

(b) The minimum scholastic attainment of three-fourths of all secondary school teachers of academic subjects in any accredited school shall be equivalent to graduation from a standard college. It is strongly advised that this attainment include, or be supplemented by, special study of the content and pedagogy of the subject taught.

(c) The number of daily periods of class-work instruction given by any teacher should not exceed six periods per day; and no school will be accredited in which more than seven full recitations per day are conducted by any teacher.

(d) The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught.

At least forty minutes per week should be devoted to individual laboratory work in each of the sciences offered for admission. The University urges that laboratory periods in Chemistry and Physics should be of not less than eighty minutes duration. Double periods count for one in vocational subjects.

(e) The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) The efficiency of instruction, the acquired habits of thought and speech, the general intellectual and moral tone of a school are paramount factors and, therefore, only schools that rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

(g) The University will decline to consider any school for full credit whose teaching force consists of fewer than three teachers of academic subjects giving their full time to high school instruction.

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector.

(i) All schools whose records show an excessive number of pupils per teacher, as based on the average number enrolled, even though they may technically meet all other requirements, will be rejected. The University recognizes thirty as maximum.

(j) The time for which schools are accredited shall be for one to three years. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspector, by detailed reports from the principals, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined. A school

shall be removed from the accredited list for failure to maintain the above standards.

Schools will be listed hereafter under the following groups:

**Group I. Fully Accredited:** Graduation on 15 accepted units as above defined; 4 year high school; 3 or more teachers of academic subjects; not exceeding 25 hours of work per pupil; not exceeding average of 30 pupils per teacher; not exceeding six classes to the teacher; laboratory and library facilities sufficient to meet the needs of instruction in the subjects offered; spirit of school intellectual, wholesome; three-fourths of teachers college graduates; buildings, sanitary conditions satisfactory.

**Group II. Accredited:** Graduation on at least 14 accepted units as above defined; 4-year high school; 2.5 teachers of academic subjects; not exceeding seven classes to the teacher; laboratory for demonstration in the sciences taught; library; other conditions as in Group I.

**Group III. Partially Accredited:** Graduation on at least 12 accepted units as above defined; a three or four-year high school; with at least two teachers of academic subjects; other conditions as in Group II.

**Group IV. Recognized:** Graduation on at least 10 units as above defined; a three-year high school; one and a half teachers for academic subjects, one of whom shall be college trained; other conditions as in Group III.

**Group V. Partially Recognized:** Graduation on at least eight units; two or three-year high school; not exceeding eight classes to the teacher, who must be college trained; other conditions as in Group IV.

Only applicants from Groups I, II, and III can enter the University without examination. The lower groups are listed for the convenience of normal schools and preparatory schools.

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## BOARD AND LODGING

### DORMITORIES.

There are three dormitories, Old College, for Juniors and Seniors; New College and Candler Hall for lower classmen.

Rooms in the dormitories are lighted by electricity and are furnished with chairs, bed, table, and washstand. The student furnishes all the other articles and his own fuel. The University gives dormitory quarters to students rent free. A charge of five dollars per month is made for each room occupied to cover the expense of janitors, water, and lights. This charge is payable in two installments, \$8.75 at the beginning of the session, and \$13.75 on January 1st. A deposit fee of \$2.00 is required of every student before

assignment is made. This fee is a charge against damage to the property, and the balance is returned at the end of the year.

The dormitories are in charge of a committee from the Faculty. The rules and regulations prescribed by this committee are enforced through Proctors placed over each division of the dormitories.

Those desiring dormitory rooms should apply in person or by letter to Mr. T. W. Reed, Treasurer, Athens, Georgia. No assignment will be made until the required deposit fee is paid. Applications should be made early, as only about two hundred can be accommodated.

### DENMARK DINING HALL.

The Hall, which is in charge of a competent matron, and under the immediate supervision of a member of the Faculty, furnishes board, on the cooperative plan, at \$10.00 a month, to more than two hundred students. Regular financial statements are rendered by the professor in charge, and audited by a committee of the students. On account of the excellent management, it has been found possible to pay a rebate of several dollars at the end of each session. No reservations are made in advance. The students are given seats in the order of arrival at the Hall and the payment of the fees.

### EXPENSES.

Residents of Georgia pay no tuition fees except in the Law and Pharmacy courses. Students who are residents of other states are charged a tuition fee of \$50.00 per annum in academic courses, except in Agriculture. A fee of \$12.00 is required of all students, to cover infirmary (including medical attention), gymnasium, and student activities. The following estimate of expenses includes all necessary items except clothing and railroad fare.

#### Expenses of Students when Rooming in a Dormitory and Boarding at Denmark Dining Hall.

Matriculation fee (paid on entrance), except in Agriculture	\$10.00
Library fee (paid on entrance), except in Agriculture	5.00
Initiation fee to literary society (paid on entrance)	2.00
Board (paid monthly in advance, \$10.00)	90.00
Books and stationery (estimated)	10.00
Furnishing room in Dormitory (estimated)	6.00
Laundry (estimated at \$1.25 per month)	11.25
Room rent, lights and attendance (\$2.50 per month)	22.50
Fuel (estimated)	10.00
Military uniforms, first year	20.00
Deposit fees in Dormitory and Dining Hall	5.00
Fee for Infirmary, etc.	12.00

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\$203.75

Engineering students must have a set of drawing instruments.

A student, the first year, can scarcely meet his necessary expenses on less than \$200 for the scholastic year; usually it will exceed this amount.

Note: In order to meet all the necessary expenses of registration, books, uniform and other expenditures incident to securing a room and board, a student should come prepared to expend about fifty or sixty dollars during the first ten days. After that period his board and room rent will constitute the major part of his expenses.

Students in the one-year Agricultural Course, the Winter Course, and the full Agricultural Course are exempt from matriculation and library fees.

The figures given above are for the first year. They are based upon the actual experiences of students. Expenses can be brought under the estimate by strict economy. Second-hand books can be purchased at the Coöperative Store, and elsewhere, and it is often possible to purchase at reduced prices uniforms which have been used but little. In these and other ways money can be saved.

### **SPECIAL FEES.**

Special fees, sufficient to cover the material consumed, are attached to the following courses:

Chemistry 1, 2, 3, 5, 6, 7-----	\$2.50
Chemistry 8, 9-----	\$10.00
Biological Laboratory-----	\$2.50 to \$3.50
Physical Laboratory-----	\$3.00
Botanical Laboratory-----	\$2.50 to \$3.50

### **PRIVATE BOARD AND LODGING.**

The charges for private rooms vary with the character of the furnishings, from \$5.00 to \$12.00 a month for two occupants. This is a very popular way of lodging. The students board at the Denmark Dining Hall, or they can secure private table board for \$3.00 to \$6.00 a week. A number of families in the city offer board and lodging at from \$15.00 to \$27.50 a month. The University cannot agree to engage rooms in private families. A list of those desiring boarders or having furnished rooms to rent will be given on application, but the student must make his own arrangements.

The officers of the University Y. M. C. A. also render every assistance possible to those desiring advice and help in such matters. There need be no anxiety, therefore, in regard to securing accommodations.

## INCIDENTAL EXPENSES.

The incidental expenses of a student are what he makes them, and parents are urged to take into their own hands the control of a matter which no college regulation can successfully reach.

## SCHOLARSHIPS.

### Charles McDonald Brown Scholarship Fund.

This endowment was established in 1881, by the Hon. Joseph E. Brown, ex-Governor of Georgia, in memory of his son, of the class of 1878, for the purpose of aiding young men in defraying the expenses of their education. The interest on this fund is lent to worthy young men on condition that they obligate themselves to return it with four per cent. interest. Young men who enter the ministry are required to return but one-half the amount borrowed, with interest.

The colleges participating in the benefits of this fund are: the colleges at Athens (including the Law Department), the Medical College at Augusta, and the North Georgia Agricultural College at Dahlonega.

A special circular of information concerning the fund and blank forms of application will be supplied on request. Applications for loans from this fund must be made on these forms and must be in the hands of the Chancellor by April 1st. The grants are made in June by the Board of Trustees. Only \$100.00 a year, in nine monthly installments, is allowed a borrowing student.

**The Honor Graduate of an Accredited High School**, on presentation of an official certificate by the Principal, is awarded a scholarship at the University for one year in the Academic courses. This exempts him from the payment of matriculation fees.

**The Hodgson Scholarship.** One hundred dollars per year for ten years (expiring in 1918), given by the Empire State Chemical Company, to be lent on the same terms as the Charles McDonald Brown Scholarship Fund.

**The A. L. Hull Scholarship.** One hundred dollars per year for ten years (expiring in 1915), given by the sons of the late A. L. Hull, to be lent to worthy young men, preferably Presbyterians, at five per cent. per annum.

**The Bert Michael Scholarship.** Sixty dollars per year, the income of a fund given by the family of the late Bert Michael, of the class of 1912, to be given to a member of the Junior class, selected by a committee of the Faculty.

**The Arkwright Fund.** The income of a fund given by Preston S. Arkwright, to be lent on the same terms as the Charles McDonald Brown Scholarship Fund.

**The Joseph Henry Lumpkin Scholarship Fund.** The income on a fund given by Joseph Henry Lumpkin, to be lent on the same terms as the Charles McDonald Brown Scholarship Fund.

**The Dodd Fund.** The income of a fund given by Eugene and Harry Dodd, to be lent on the same terms as the Charles McDonald Brown Scholarship Fund.

### **The Phelps-Stokes Fellowship.**

This Fellowship has been endowed under the following resolutions of the Trustees of the Phelps-Stokes Fund:

"Whereas, Miss Caroline Phelps Stokes in establishing the Phelps-Stokes Fund was especially solicitous to assist in improving the condition of the negro, and

"Whereas, It is the conviction of the Trustees that one of the best methods of forwarding this purpose is to provide means to enable southern youth of broad sympathies to make a scientific study of the negro and of his adjustment to American civilization,

"Resolved, That twelve thousand five hundred dollars (\$12,500) be given to the University of Georgia for the permanent endowment of a research fellowship, on the following conditions:

"1. The University shall appoint annually a Fellow in Sociology, for the study of the Negro. He shall pursue advanced studies under the direction of the departments of Sociology, Economics, Education or History, as may be determined in each case by the Chancellor. The Fellowship shall yield \$500, and shall, after four years, be restricted to graduate students.

"2. Each Fellow shall prepare a paper or thesis embodying the result of his investigations, which shall be published by the University with assistance from the income of the fund, any surplus remaining being applicable to other objects incident to the main purpose of the Fellowship. A copy of these resolutions shall be incorporated in every publication issued under this foundation.

"3. The right to make all necessary regulations, not inconsistent with the spirit and letter of these resolutions, is given to the Chancellor and Faculty, but no changes in the conditions of the foundation can be made without the mutual consent of both the Trustees of the University and of the Phelps-Stokes Fund."

### **OPPORTUNITIES FOR SELF-HELP.**

A considerable number of students secure remunerative employment to aid them in their education. Usually the students of Agriculture are able to secure work on the farm for which they are paid. In a few instances other departments need the services of students. Usually these places go to those who have been in attendance for some time, and who are known to be willing, capable, and trust-

worthy. The University does not assume any responsibility whatever in this matter. As a matter of accommodation the Committee on Self-Help coöperates as far as possible with students. The Y. M. C. A. offers its services in helping young men to secure employment. Very much depends, however, on the individual's power of initiative. Students should not come to the University expecting others to find places for them.

It seems necessary to warn students on this subject. The average young man cannot ordinarily do much more than earn his living when he has nothing else to do. To earn a living and at the same time carry the work of a college course planned to occupy a student's full time is more than most students can accomplish. In a few instances they have succeeded, but as a rule students who attempt more than partial self-support should expect to lengthen their term of study.

### DISCIPLINE AND GENERAL REGULATIONS.

The discipline of the colleges at Athens is in the hands of the Chancellor of the University, who in its administration may ask advice of the Faculty. The honor system prevails and formal regulations are few and general in character.

The State of Georgia extends the privileges of the University to all persons who are qualified for admission. Thus the University does not receive patronage, but is itself the patron of those who seek its privileges and honors. It is maintained at public expense for the public good. It cannot, however, be the patron of inefficiency, idleness, or dissipation. Its classes have no room except for those who diligently pursue the studies of their choice and are willing to be governed in their conduct by the rules of propriety. Every student owes to the public a full equivalent of expenditures in his behalf, both while in the institution and afterwards.

The Registrar's books will open on Monday, Sept. 13th, and the following rule has been passed by the Board of Trustees relative to registration:

All students registering after Saturday noon following the Wednesday on which the University opens shall pay an extra registration fee of \$2.50, unless excused from the payment of the same by the Chancellor.

The annual session of the University is divided into three terms, as follows:

First Term—From the opening in September to the beginning of the Christmas vacation.

Second Term—Beginning at the close of the Christmas vacation and extending to and including the third Saturday in March.

Third Term—Beginning at the close of the second term and extending to and including the Friday before Commencement Day.

At the end of and within each term a sufficient number of days is set apart for term examinations, two examinations, of not more than three hours duration each, being given on each day, and the examinations for the Senior classes at the end of the third term conclude on the Wednesday preceding Commencement Day.

The term examinations of any session will be open to students who may have failed in the examinations of preceding sessions.

No other examinations (except the regular entrance examinations) will be authorized by the Faculty or held by the officers of instruction, it being understood that this regulation does not forbid written tests within the regular class hour, provided the preparation for such written tests does not involve neglect of other duty.

Five reports of the standing of students are made during the session, one at the end of each term, and one each at the middle of the first and second terms.

The annual Commencement exercises are held on the third Wednesday in June. Other exercises are held on preceding days, and the baccalaureate sermon is preached on the Sunday preceding. The summer vacation extends from Commencement Day to the third Wednesday in September. During this time, however, the Summer Session of the University is held, as indicated in the Calendar. A short recess is given at Christmas, and national and state holidays are observed, as indicated in the Calendar.

### **STUDENT ADVISERS.**

Students are assigned in suitable numbers to the several members of the Faculty for special oversight. In case of any proposed change in his course of study, a student must consult his adviser, who will judge the reasons for the change and report the case to the Dean for final action.

### **CHAPEL SERVICES.**

Chapel exercises, conducted by the Chancellor or some member of the Faculty, are held every morning except Sunday in the Chapel. On Sunday the students may attend services in any of the Sunday Schools, Churches, and Religious Associations in the city. These are as follows: Baptist, Catholic, Christian, Episcopal, Methodist, Presbyterian, Jewish Synagogue, Young Men's Christian Association, etc.

### **HONORS AND APPOINTMENTS.**

**Sophomore Declaimers.** In April of each year ten members of the Sophomore Class are selected to compete for a declamation prize offered at Commencement.

**Junior Speakers.** Six members of the Junior Class are selected on the basis of original speeches to represent the class at Commencement.

**Senior Speakers.** The Senior Class is represented on Commencement Day by two orators, the selection being made on the merits of original speeches. No student who fails to receive his degree may appear among the speakers.

**Speakers from the Law Department.** Two members of the Law Department are selected by the Faculty to represent that department on Commencement Day.

**Valedictorian.** At the regular Faculty meeting, on Monday before the third Wednesday in May, the Faculty nominates not more than five members of the Senior Class who stand first in scholarship. The names are submitted in alphabetical order to the Senior Class, and they elect from them a valedictorian, with the understanding that he shall maintain his standing in scholarship but need not be the first honor man.

No student is allowed to appear at Commencement either as speaker or declaimer who is not a member in good and full standing of one of the literary societies, and who has not taken instruction in declamation in this or some other institution—in either event to the satisfaction of the Professor of English.

**The Debaters' Medals.** Six gold medals are offered by the Board of Trustees, to be awarded as prizes to members of the Freshman and Sophomore classes for excellence in debating. A medal is awarded to each of the debaters representing the Literary Society which wins a debate.

**The Ready Writer's Medal.** To encourage the art of composition, the Board of Trustees award a gold medal for the best essay written by any student of the University upon a theme announced after the competitors enter the room.

**The Willcox Prizes.** Two prizes, in French and in German, of \$50.00 (gold) each, are offered for competition in the Senior class in French and in German. These prizes were founded in 1896 as a memorial to their lamented father, by the sons of the late Prof. Cyprian Porter Willcox, A.M., LL.D., who, from 1872 until his death in 1895, filled with great distinction the chair of Modern Languages in the University.

**The Freshman Prize.** The "Hamilton McWhorter Prize," as of the class of 1875, for general excellence in the Freshman class, is awarded to the member of that class who stands first in scholarship.

**The Bryan Prize.** The Hon. W. J. Bryan has donated the sum of two hundred and fifty dollars, the income of which is given annually as a prize to the writer of the best essay on our form of government.

**The Peabody Scholarship.** In 1903 Mr. George Foster Peabody

established a permanent scholarship in Harvard University for the benefit of a graduate of this institution. The appointment is made annually by the Chancellor.

**The Philosophy Prize.** Two prizes of fifty dollars each were founded in 1902 by Judge Horace Russell, of New York. These prizes, named by the Board of Trustees the "Horace Russell Prize in Psychology," and the "Walter B. Hill Prize in Ethics," are awarded to the writers of the best essays on subjects assigned by the Professor of Philosophy.

**The Cadet Prize.** A prize is annually awarded to the best drilled cadet in the Corps in a competitive contest held during Commencement.

**The R. E. Park, Jr., Prize.** Prof. R. E. Park, Jr., offers a gold medal for the best oration by a member of the Junior class.

**The L. H. Charbonnier Prize.** A prize of a fine set of drawing instruments is offered by Mrs. Jas. F. McGowan, of Augusta, in honor of her father, who for more than thirty years served the University with distinction as Professor of Engineering, Commandant of Cadets, and Professor of Physics and Astronomy. This prize will be given to the member of the graduating class whose record in the school of Physics has been most creditable.

**The College of Agriculture Prize.** The Trustees offer a prize of twenty-five dollars in gold to the student in Agriculture writing the best essay on a subject assigned by the professors of agriculture. Other prizes offered to students in Agriculture are described in the statement of the College of Agriculture.

## **PUBLICATIONS OF THE UNIVERSITY.**

**Bulletin of The University of Georgia.** Under this general title the University issues a monthly publication, which is sent to regular mailing lists or may be had upon application to the University.

This includes the Register, the General Catalogue of the University system, announcements of the Summer Session, the Law Department, the School of Pharmacy, the Graduate School, the Peabody School of Education, the Summer Coaching School, the Alumni Number, the Catalogue of Trustees, Officers and Alumni, issued every five years, the University Illustrated, and several numbers of a scientific and literary nature.

**University Items,** a news letter, issued semi-weekly during the session.

From the College of Agriculture are issued:

**Bulletins of Farmers' Institutes,** President Soule, Editor.

**Bulletins of the Experiment Station,** Director R. J. H. DeLoach, Editor, Experiment, Ga.

**Bulletins of the College of Agriculture.**

**Nature Study**, for the use of schools.

The publications conducted by the students include:

**The Red and Black**, a weekly, now in its twenty-first volume, the organ of the Athletic Association.

**The Georgian**, a monthly literary magazine.

**The Pandora**, an illustrated annual of college life, issued by the Senior classes.

**The University Handbook**, issued by the Y. M. C. A.

**The Engineering Annual**, now in its sixteenth volume, issued by the Engineering Society.

**The Agricultural Quarterly**, published quarterly by the Agricultural Club.

### LITERARY SOCIETIES.

The Demosthenian Society was founded in 1801, and the Phi Kappa Literary Society in 1820. The members of the societies meet in their respective halls every Wednesday evening at 8 o'clock.

On the evening of February 20th these Societies celebrate together, with public exercises, the anniversary of their founding.

Under the auspices of the Literary Societies intercollegiate debates are held annually.

A Champion Debate between the two literary societies is held on the Monday evening of Commencement week.

### STUDENT ORGANIZATIONS.

The College Young Men's Christian Association holds weekly meetings which are addressed by local or visiting ministers, or by members of the Faculty; prayer-meetings are also held daily.

The Association has its own secretary, whose time is devoted to this work. Attractive reading rooms, containing the current periodicals, are open to all students. The Association also conducts an employment bureau and is of service in arranging boarding places for new students. At the opening of each session, a mass meeting which is largely attended, is held under its auspices.

The Engineering Society was organized in 1889. Its object is to create an interest among the students in matters pertaining to civil, electrical, and architectural engineering, and recent development along all lines of scientific research. The society holds fortnightly meetings during the session, at which papers are read and lectures delivered. The society publishes in June the "Engineering Annual."

The Athletic Association is a student organization for the encouragement and management of athletic sports. Football, basketball, baseball, and track teams are regularly organized. Subject to the

general direction of the Physical Director, the management of the athletic activities of the University is delegated to the Athletic Association.

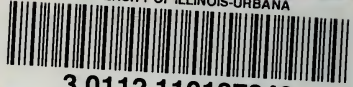
The Agricultural Club was organized in 1906. Its object is to create and promote interest among the students in matters pertaining to agriculture and allied sciences. It holds regular meetings and publishes a quarterly magazine called the "Agricultural Quarterly."

Other student organizations are the Press Club, the Glee Club, the College Orchestra, and the Thalian Dramatic Association.

Regulations concerning student organizations and publications may be had on application to the Chancellor's office.



UNIVERSITY OF ILLINOIS-URBANA



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